

Focusing on ...

**HIGH-
QUALITY**

Professional Development



2004-2005
Leadership Academy
Professional Development Series

Missouri Department of Elementary and Secondary Education

Welcome to the 2004-2005 Professional Development Series

Fall 2004

Dear Developer:

The Leadership Academy is proud to announce a new set of programs to assist you in building your school's capacity to improve student performance. These offerings are excellent training opportunities for professional development committee members, teachers, administrators and other school leaders.

You may select individual sessions or strands that meet the needs of your school's professional development and school improvement plans. Strands have been prepared to offer multiple perspectives of topics so that you or your district gains expertise in the area.

The five strands are:

- Instructional Strategies,
- Assessment,
- Curriculum,
- Leadership, and
- Closing the Achievement Gap.

Research has proven that when teams of two or more attend, your chances of actually implementing the skills and strategies are greatly increased. We believe so strongly in strands and teams that we are significantly discounting the cost for them.

The Leadership Academy has recruited some of the top experts in the country to deliver their research and programs to Missouri's school leaders. Coupled with national experts are Missouri's proven implementers who will model how to get the job done. Few opportunities exist in the nation comparable to this outstanding array of presenters.

Missouri, like many other states in the nation, is facing immense challenges with No Child Left Behind, including a shortage of highly qualified teachers and an increased scrutiny of low-performing schools. We must carefully use our limited professional development funds to focus on high-quality professional development. The strands we have selected optimize your potential to make a difference in your classroom, school or district to ensure student success.

Come join other developers as they obtain new knowledge and skills about how to improve their schools' performances. The Academy will be issuing continuing education units and certificates that recognize your attendance as a Certified Leadership Academy Developer.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Doug Miller', with a stylized flourish at the end.

Doug Miller, Ph.D.
Coordinator of Professional Development/Leadership Academy
Missouri Department of Elementary and Secondary Education

Instructional Strategies

Differentiated Instruction: One Size Doesn't Fit All



Gayle Gregory

Gayle Gregory, educational consultant, knows that classrooms are full of unique learners and that teachers are challenged with enabling all students to attain competencies. In her workshop, you will examine current cognitive research on how humans learn and make meaning as well as the theories of multiple and emotional intelligence. You will explore instructional and assessment strategies, including a framework

and new models, that support how the brain learns and retains information. You will receive a copy of *Differentiated Instructional Strategies: One Size Doesn't Fit All* by Gregory and Carolyn Chapman.

As a participant, you will be able to:

- Develop a shared understanding for differentiation.
- Examine theories and brain research in relationship to conditions needed for diverse learners to attain standards.
- Experience strategies to create positive learning environments and to know the learners.
- Learn ways to pre-assess and group students in a variety of ways based on readiness, interest and learning profiles.
- Explore options for adjusting and compacting learning.
- Explore and practice instructional and assessment tools and models needed to differentiate instruction.

Target audience: Educators who are interested in learning about the translation of brain research to classroom practice.

Date: Oct. 25-26, 2004 **Registration deadline:** Oct. 8, 2004

Location: Lenoir Community Center, Columbia, Mo.

Cooperative Learning



David Johnson

David and Roger Johnson, co-directors of the University of Minnesota's Cooperative Learning Center, conduct research and train internationally on changing the structure of classrooms and schools to more cooperative environments. They will discuss and define cooperative learning. You will receive a copy of a book the Johnsons have co-authored with Edythe J. Holubec titled *Circles of Learning: Cooperation in the Classroom*.

As a participant, you will be able to:

- Define what cooperative learning is and is not.
- Understand the five basic elements that define a cooperative relationship.
- Understand the teacher's role in structuring formal cooperative learning in the classroom.
- Understand informal, formal and base groups and how they relate to each other.
- Realize some of the barriers that must be overcome to change the norms of your classroom to be a cooperative — and some solutions to those barriers.
- Take home a number of specific cooperative strategies to use in your schools.

Roger is a professor of curriculum and instruction with an emphasis in science education. David, a professor of educational psychology, is a recognized authority on experiential learning.

Target audience: Teachers, administrators, staff developers and instructional supervisors.

Date: Feb. 1-2, 2005

Registration deadline: Jan. 18, 2005

Location: Lenoir Community Center, Columbia, Mo.

Using Our Minds Well: Critical Thinking for the 21st Century

Nancy Letts, educational consultant, believes all students are capable of serious intellectual discourse. Her workshop will give you a chance to analyze and discuss important issues. She will provide instructional tools that elicit rigorous critical thought and focus on processes that improve understanding. Whether used in the classroom, during faculty meetings or with members of the community, you will recognize how active listening, respect for all opinions and other democratic skills can be taught.

As a participant, you will:

- Engage in practices that reflect critical thought, then reflect on the experiences.
- Learn how to ask questions that promote thoughtful dialogue.
- Identify indicators of successful practice.
- Plan ways to incorporate critical thinking skills into present practice.

Letts' areas of focus include differentiating the curriculum for diverse learners, Socratic seminar training, cognitive coaching, and reading and writing for critical analysis. She is an adviser on exceptional children for the U.S. State Department's Office of Overseas Schools Development.

Target audience: Teachers, administrators, staff developers and instructional supervisors.

Date: June 6-7, 2005 **Registration deadline:** May 23, 2005

Location: Lenoir Community Center, Columbia, Mo.



Roger Johnson



Nancy Letts

Assessment

Writing Common Assessments

What are common assessments? How are they developed? How are they used? **Sam Ritchie**, educational consultant, will address these questions through the lens of professional learning communities. Workshop participants will work in collaborative groups to answer each question and address each topic.

Workshop topics will include:

- Purposes of assessment.
- The difference between assessment of and for learning.
- Assessment (of/for) roles.
- Why balanced assessment is important.
- Assessment methods.
- The relationship between assessment methods and achievement targets.
- The "rules" for developing assessment questions.
- Assessment data and how it is used.
- Strategies for classroom application.

After 35 years in education, Ritchie has spent the past four years helping schools implement the Professional Learning Community model for school improvement. His role as a classroom teacher and administrator in the implementation of the model at Adlai E. Stevenson High School in Illinois provided him with a broad perspective of the process.

Target audience: Teachers, teacher leaders, principals, curriculum directors and other district personnel interested in assessment.

Date: Nov. 9, 2004 **Registration deadline:** Oct. 26, 2004

Location: Lenoir Community Center, Columbia, Mo.



Sam Ritchie

Leading Assessment FOR Learning: Ten Competencies for School Leaders

Steve Chappuis of the Assessment Training Institute (ATI) of Portland, Ore., will focus on the instructional leadership responsibilities necessary to ensure that comprehensive, productive and balanced assessment systems are in place in your school. You will receive a copy of *Assessment FOR Learning: An Action Guide for School Leaders* by Chappuis, Rick Stiggins, Judith Arter and Jan Chappuis.

Workshop topics will include:

- Examining a vision of a high-quality, balanced assessment system.
- Analyzing the status of your current assessment system.

- Learning the assessment competencies required of school district administrators.
- Developing a plan of action to improve teaching and learning through the use of high-quality classroom assessment.

At ATI, Chappuis leads the Leadership for Excellence in Assessment program, which provides professional development for school leaders and policy makers. Previously, as an assistant superintendent, he developed and implemented a standards-based instructional program that included comprehensive assessment policies and strategic plans.

Target audience: Those involved in school leadership and assessment, including superintendents, principals, aspiring principals, curriculum directors and teacher leaders.

Date: Dec. 1, 2004

Registration deadline: Nov. 17, 2004

Location: Lenoir Community Center, Columbia, Mo.



Steve Chappuis

Assessing for Understanding: Tools and Templates for Designers

How do you determine if students understand important ideas? How do you know that students can apply their knowledge in meaningful ways? How can assessment improve learning as well as measure it? **Jay McTighe**, educational consultant, will help answer these questions. You will receive a copy of *Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance* by Judith Arter and McTighe.

Workshop topics will include:

- Examining an assessment planning framework for gathering evidence of student learning.
- Exploring the six "facets of understanding" and their use in assessing understanding.
- Applying a set of practical and proven tools and templates for designing assessment tasks and scoring rubrics.

McTighe previously served as director of the Maryland Assessment Consortium, a collaboration of school districts working to develop and share formative performance assessments. He was involved with school improvement projects at The Maryland State Department of Education. He also coordinated statewide efforts to develop instructional strategies, curriculum models and assessment procedures to improve the quality of student thinking.

Target audience: Those involved in school leadership and assessment, including superintendents, principals, aspiring principals, curriculum directors and teacher leaders.

Date: Jan. 6, 2005

Registration deadline: Dec. 23, 2004

Location: Lenoir Community Center, Columbia, Mo.



Jay McTighe

Curriculum

Classroom Instruction That Works



Debra Pickering

Debra Pickering, private consultant and director of staff development for Littleton Public Schools in Littleton, Colo., will help you understand the instructional approaches in the book *Classroom Instruction That Works*. She will make specific recommendations for using the book in K-12 classrooms. Pickering's goal is to guide teachers and administrators as they study and use the information to enhance student learning. You will receive

a copy of the book, which Pickering co-authored with Robert Marzano and Jane Pollock.

As a participant, you will:

- Gain an understanding of the research on instruction and examine conclusions that can be drawn from that research.
- Develop a basic understanding of the nine categories of instructional strategies and the percentile gains that were realized with these strategies.
- Begin to practice using and applying these strategies.
- Consider recommendations for implementing these strategies in a way that will enhance student learning.

With more than 30 years in education, Pickering has gained practical experience as a classroom teacher, building leader and district staff development director.

Target audience: Those involved in school leadership and curriculum, including superintendents, principals, aspiring principals, curriculum directors and teacher leaders.

Date: Nov. 18, 2004 **Registration deadline:** Nov. 4, 2004

Location: Room 450, Governor Office Building, Jefferson City, Mo.

What Works in Reading Instruction: Using Research to Leave No Child Behind

Elaine McEwan, an educational consultant with The McEwan-Adkins Group, offers training for teachers and administrators in raising reading achievement in your schools. You will learn how to determine what is useful research and how to use it in your classroom or school. You will receive a copy of McEwan's book titled *Making Sense of Research: What's Good, What's Not*.



Elaine McEwan

As a participant, you will:

- Acquire a practical and easy-to-use template for determining the worth and applicability of research to practice in your schools. (No statistics required!)
- Practice using the template to determine if selected reading research studies meet the criteria for "scientifically based" research.
- Examine the critical curricular aspects of reading instruction in your classrooms and ascertain the key research-based instructional methodologies that work for specific curricular components.
- Evaluate one aspect of reading curriculum/instruction in your own classroom or school using the knowledge and skills acquired.

Target audience: Those involved in school leadership and curriculum, including superintendents, principals, aspiring principals, curriculum directors and teacher leaders.

Date: Feb. 9, 2005

Registration deadline: Jan. 26, 2005

Location: Lenoir Community Center, Columbia, Mo.

Curriculum Development and Improving Student Achievement



Chris Belcher

Chris Belcher, assistant superintendent for student services for the Warrensburg School District in Missouri, will provide a comprehensive overview of curriculum prioritization, development, mapping and monitoring. His training is based on the Southern Regional Education Board's leadership curriculum modules. You will learn research-based processes of curriculum development and supervision. You will receive a

copy of *Mapping the Big Picture* by Heidi Hayes Jacob.

As a participant, you will be able to:

- Understand the importance of curriculum prioritization, mapping and monitoring.
- Develop a plan to prioritize, map and monitor the curriculum.
- Identify and implement a variety of collaborative practices to involve multiple stakeholders in curriculum development.

Prior to his current position, Belcher was an associate professor for secondary education at Central Missouri State University, where he worked extensively with public schools in developing effective curriculum and innovative instructional strategies as well as improving student achievement through effective classroom management. He has worked as a consultant to more than 50 school districts, DESE, technical colleges and universities.

Target audience: Teachers, coordinators, professional development chairs and administrators who are relatively new to curriculum supervision roles.

Date: March 15-16, 2005 **Registration deadline:** March 1, 2005

Location: Lenoir Community Center, Columbia, Mo.

Leadership

Professional Learning Communities



Martha Morgan

Martha Morgan, coordinator of the Center for Educational Improvement in Columbia, Mo., and a staff developer for Missouri Professional Learning Communities, will focus participants on how to create professional learning communities in their schools that engage in deep-learning practices to improve student achievement. She will provide specific strategies, including ways of supporting, monitoring and assessing

implementation, for school leaders to use in building and sustaining professional learning communities. You will receive a copy of *Professional Learning Communities at Work* by Richard Dufour and Robert Eaker.

Workshop topics will include:

- A brief overview of professional learning communities.
- How to get started.
- How to focus on results for students.
- How to support, monitor and assess implementation.

Morgan's career in education includes experience as a classroom teacher and a district-level administrator.

Target audience: Superintendents, principals, aspiring principals and teacher leaders. This workshop would be of special interest to anyone involved in school leadership.

Date: Oct. 7, 2004 **Registration deadline:** Sept. 23, 2004

Location: Lenoir Community Center, Columbia, Mo.

What Great Principals Do Differently: 15 Things That Matter Most

What are specific qualities of great principals that elevate them above the rest? Blending school-centered studies and experience working with hundreds of administrators, **Todd Whitaker**, professor of educational leadership at Indiana State University in Terre Haute, Ind., will focus on 15 things the most successful principals do that other principals do not. You will learn what great principals do differently, why these practices are effective, and how to immediately implement each of these practices. You will receive a copy of Whitaker's book titled *What Great Principals Do Differently: Fifteen Things That Matter Most*.



Todd Whitaker

As a participant, you will be able to:

- Understand specific things the most effective principals do that other principals do not.
- Understand how to immediately implement specific skills that the most effective principals do differently.
- Learn three rules of leadership that only great leaders use.
- Self-evaluate your own leadership effectiveness.

Before becoming a professor, Whitaker taught math and business in Missouri, served as a principal for eight years and served as middle school coordinator in Jefferson City, Mo. He has written more than 35 articles and eight books.

Target audience: Superintendents, principals, aspiring principals and teacher leaders. This workshop would be of special interest to anyone involved in school leadership.

Date: March 3, 2005 **Registration deadline:** Feb. 17, 2005

Location: Lenoir Community Center, Columbia, Mo.

Leadership Through Relationships

Educational consultant **Michael Grinder** knows that more and more is expected of our educational leaders, and as a leader, your ability to influence what occurs inside your organization is based on working relationships with colleagues.

As Margaret Wheatley says, "Relationships are the foundation of organization." In this workshop, Grinder will explore what leadership is. He will place special emphasis on the differences between leadership and charismatic leadership. You will receive a copy of *Charisma — Cats and Dogs* by Grinder.

As a participant, you will:

- Increase your understanding of your style of leadership.
- Examine the components of charisma.
- Select your next steps in developing leadership through relationships.
- Recognize people who are high accommodators, and utilize them.
- Understand people who are low accommodators, and entice them to participate.
- Identify when to confront conflict and when to just observe.
- Learn to manage difficult personalities.
- Learn to separate intentions from behaviors in yourself and others.

After teaching for 17 years, Grinder has spent the past 20 years as an international educational consultant specializing in classroom management. He has written seven books that detail practical understanding of learning styles and especially the makeup of the at-risk population for K-12 teachers.

Target audience: Superintendents, principals, aspiring principals and teacher leaders. This workshop would be of special interest to anyone involved in school leadership.

Date: April 6, 2005 **Registration deadline:** March 23, 2005

Location: Lenoir Community Center, Columbia, Mo.



Michael Grinder

Closing the Achievement Gap

Balanced Leadership

James Bailey, a principal consultant at Mid-continent Research for Education and Learning (McREL) in Colorado, will share pragmatic, useful strategies that focus on building the capacity to overcome traditional barriers to school improvement. He will discuss the relationship between the elements of the Balanced Leadership framework, capacity and common problems of practice for improving schools. Using findings from McREL's extensive research in leadership, you will learn to tailor your leadership practices accordingly and explore aspects of distributed leadership that contribute to improved student achievement.



James Bailey

As a participant, you will understand:

- The elements of the Balanced Leadership framework.
- The capacity necessary for sustainable school improvement "magnitude of change" and its relationship to school improvement.
- Common problems of practice in school improvement and associated barriers.
- How to use research-based leadership responsibilities, practices, tools and strategies to develop the capacity to overcome barriers to school reform.

With more than 15 years of experience in education, Bailey has served as a teacher, elementary principal, high school principal and assistant superintendent. His work focuses on raising student achievement through implementing standards-based educational systems and understanding organizational variables that lead to higher student achievement.

Target audience: Superintendents, principals, aspiring principals and teacher leaders. This workshop would be of special interest to anyone involved in school leadership.

Date: Nov. 4-5, 2005 **Registration deadline:** Oct. 21, 2004

Location: Lenoir Community Center, Columbia, Mo.

Why the Comer Process of School Reform Works

Edward Joyner, executive director of the School Development Program at the Yale Child Study Center, has worked with James P. Comer to develop collaborative relationships between universities and public schools. They have also worked with the Carnegie Corporation to carry out interventions directed at improving middle schools. Joyner's special interests include school leadership,

organizational behavior and school-community collaborations. He will describe and explain the Comer Process of School Reform, which has been used successfully in Missouri in the Springfield School District. You will receive *The Field Guide to Comer Schools in Action*, a three-book set edited by Joyner, Comer and Michael Ben-Avie.

As a participant, you will be able to:

- List and explain the nine elements of the Comer Process.
- Differentiate the connections between structure, process and school effects.
- Explain the connections between holistic development and academic achievement.
- Compare and contrast the differences between the Comer Process and other school reforms.

Target audience: Superintendents, principals, aspiring principals and teacher leaders. This workshop would be of special interest to anyone involved in school leadership.

Date: Feb. 17-18, 2005 **Registration deadline:** Feb. 3, 2005

Location: Room 450, Governor Office Building, Jefferson City, Mo.



Edward Joyner

Beyond Diversity: A Strategy to Deinstitutionalize Racism



Glenn Singleton

Glenn Singleton, executive director of Pacific Educational Group (PEG), designed this workshop to help teachers, parents and administrators consider the implications on student learning of racism, exclusion and prejudice. This seminar has provided a foundation for PEG-led principal leadership development and teacher action-research work. During the workshop, you will engage in a thoughtful, compassionate

exploration of racism and how it manifests today in our culture and in our schools.

As a participant, you will:

- Develop an awareness of the degree to which racism and other diversity issues are part of educational failure and the historical achievement gap.
- Explore strategies for identifying and addressing policies and practices that negatively impact students' abilities to meet rigorous academic standards.

Singleton founded PEG in 1992 to address systemic issues of educational inequity by providing guidance to districts on how to meet the needs of underserved populations.

Target audience: Superintendents, principals, aspiring principals and teacher leaders. This workshop would be of special interest to anyone involved in school leadership.

Date: April 14-15, 2005 **Registration deadline:** March 31, 2005

Location: Room 450, Governor Office Building, Jefferson City, Mo.



Mission

The Leadership Academy will positively impact student performance by inspiring and developing highly effective school leaders.

Series Benefits

Certification

Upon completing each session, you will receive a certificate of recognition. Those who complete a full strand will become certified Leadership Academy Professional Developers. Each graduate will receive a strand certificate.

Materials

In addition to a three-ring notebook, you will receive copies of presenters' materials, publications and books as indicated in session descriptions. You will also have the opportunity to share resources with others.

Networking

Throughout the year, participants will have opportunities to meet and work with colleagues statewide. All of the sessions will be

held in Columbia, Mo., or Jefferson City, Mo. Your expertise will be recognized, valued and enhanced as you learn, work and reflect.

Price incentives

To gain maximum benefit, you are encouraged to attend an entire strand. You may register for the entire strand at the reduced price. Also, the third person from a district attending the entire strand attends free.

Reimbursement vouchers

Eligible priority schools may request a professional development reimbursement voucher for up to \$600 to be used for quality professional development registrations and/or necessary expenses of their choosing. Contact Heather Northway at (573) 751-7986 for more information.

About the Series

The programs we offer in the Professional Development Series are designed to hone your skills in professional development and to develop expertise for school improvement efforts that are aligned with MSIP, CSIP, MAP and the National Staff Development Council (NSDC) standards for professional development.

The Professional Development Series aligns with the following ISLLC STANDARDS:

- Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
- Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity, fairness and in an ethical manner.
- Understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

Registration Form

Please complete and return this two-page form by the date listed for each workshop to:

Missouri Department of Elementary and Secondary Education

Attn: Stephanie Wolf

The Leadership Academy

P.O. Box 480

Jefferson City, MO 65102-0480

Phone: (573) 751-1370

Fax: (573) 522-6526

For more copies of this brochure, visit the Leadership Academy Web site: dese.mo.gov/divteachqual/leadership/PD2004.pdf

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Billing Address _____

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Payment — Payment is expected within 30 days after the workshop. Make checks payable to The Leadership Academy.

Send payment to: Attn: Stephanie Wolf, The Leadership Academy, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65102-0480.

Lodging — Room reservations are your responsibility at the hotel of your choice.

Cancellation policy — Cancellations will be accepted up to two business days prior to the workshop. Otherwise, you will be charged the full workshop cost.

Persons with disabilities — Please call (573) 751-1370 at least three business days prior to the session if you need any accommodations in order to participate. Reasonable attempts will be made to accommodate individuals with special needs.

For more information — Please contact Stephanie Wolf at (573) 751-1370.

Registration Form

Please register me for the following sessions or strands:

☐ **Entire Instructional Strategies Strand — \$450***

- ☐ *Differentiated Instruction: One Size Doesn't Fit All* with Gayle Gregory – Oct. 25-26, 2004
Cost: \$200* **Registration deadline:** Oct. 8, 2004 **Location:** Lenoir Community Center, Columbia, Mo.
- ☐ *Cooperative Learning* with David and Roger Johnson – Feb. 1-2, 2005
Cost: \$200* **Registration deadline:** Jan. 18, 2005 **Location:** Lenoir Community Center, Columbia, Mo.
- ☐ *Using Our Minds Well: Critical Thinking for the 21st Century* with Nancy Letts – ~~March 21-22, 2005~~ **June 6-7, 2005**
Cost: \$200* **Registration deadline:** **May 23, 2005** **Location:** Lenoir Community Center, Columbia, Mo.

☐ **Entire Assessment Strand — \$225***

- ☐ *Writing Common Assessments* with Sam Ritchie – Nov. 9, 2004
Cost: \$100* **Registration deadline:** Oct. 26, 2004 **Location:** Lenoir Community Center, Columbia, Mo.
- ☐ *Assessment for Learning* with Steve Chappuis – Dec. 1, 2004
Cost: \$100* **Registration deadline:** Nov. 17, 2004 **Location:** Lenoir Community Center, Columbia, Mo.
- ☐ *Assessing Understanding* with Jay McTighe – Jan. 6, 2005
Cost: \$100* **Registration deadline:** Dec. 23, 2004 **Location:** Lenoir Community Center, Columbia, Mo.

☐ **Entire Curriculum Strand — \$300***

- ☐ *Classroom Instruction That Works* with Debra Pickering – Nov. 18, 2004 **CLOSED**
~~**Cost:** \$100* **Registration deadline:** Nov. 4, 2004 **Location:** Room 450, Governor Office Building, Jefferson City, Mo.~~
- ☐ *What Works in Reading Instruction? Using Research to Leave No Child Behind* with Elaine McEwan – Feb. 9, 2005
Cost: \$100* **Registration deadline:** Jan. 26, 2005 **Location:** Lenoir Community Center, Columbia, Mo.
- ☐ *Curriculum Development and Improving Student Achievement* with Chris Belcher – March 15-16, 2005
Cost: \$200* **Registration deadline:** March 1, 2005 **Location:** Lenoir Community Center, Columbia, Mo.

☐ **Entire Leadership Strand — \$225***

- ☐ *Professional Learning Communities* with Martha Morgan – Oct. 7, 2004
Cost: \$100* **Registration deadline:** Sept. 23, 2004 **Location:** Lenoir Community Center, Columbia, Mo.
- ☐ *What Great Principals Do Differently* with Todd Whitaker – March 3, 2005
Cost: \$100* **Registration deadline:** Feb. 17, 2005 **Location:** Lenoir Community Center, Columbia, Mo.
- ☐ *Leadership Through Relationships* with Michael Grinder – April 6, 2005
Cost: \$100* **Registration deadline:** March 23, 2005 **Location:** Lenoir Community Center, Columbia, Mo.

☐ **Entire Closing the Achievement Gap Strand — \$450***

- ☐ *Balanced Leadership* with James Bailey – Nov. 4-5, 2004
Cost: \$200* **Registration deadline:** Oct. 21, 2004 **Location:** Lenoir Community Center, Columbia, Mo.
- ☐ *Why the Comer Process of School Reform Works* with Edward Joyner – Feb. 17-18, 2005
Cost: \$200* **Registration deadline:** Feb. 3, 2005 **Location:** Room 450, Governor Office Building, Jefferson City, Mo.
- ☐ *Beyond Diversity* with Glenn Singleton – April 14-15, 2005
Cost: \$200* **Registration deadline:** March 31, 2005 **Location:** Room 450, Governor Office Building, Jefferson City, Mo.

Total amount due: _____

* **District team discounts:** One-day sessions are \$100; two-day sessions are \$200. Each additional person from a district attending the same session receives a 25-percent discount. Every third person from a district attending the same entire strand attends **free**. Individuals attending an entire strand receive a 25-percent discount;

To receive district team discounts, registration forms **must** be mailed or faxed together.



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The Leadership Academy
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Jefferson City, MO 65102-0480
dese.mo.gov/divteachqual/leadership/

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Plan now to attend the 2004-2005 Leadership Academy Professional Development Series — five strands available:

- **Instructional Strategies**
- **Assessment**
- **Curriculum**
- **Leadership**
- **Closing the Achievement Gap**



Missouri Department
of Elementary and
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